



State of Arizona

Department of Education



Contracts Management Unit

AWARD DETERMINATION/NOTICE OF AWARD

Solicitation No. RFP ED05-0084

Title I School Improvements

Pursuant to A.A.C. R2-7-334 I determine to award a contract to the Association for Supervision and Curriculum Development (ASCD) to provide the services required by the above referenced solicitation and as further described by the offerors' proposals. This proposal is determined to be the most advantageous to the State based on the evaluation criteria set forth in the solicitation.

This procurement was conducted pursuant to A.R.S. § 41-2534 and implementing rules, and under authority delegated to the Department for this procurement by the State Procurement Administrator. The Department issued solicitation number RFP ED05-0084 on May 10, 2005.

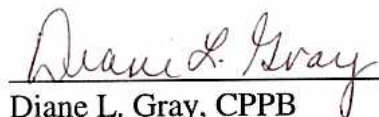
The Department received two proposals in response to this solicitation by 3:00 p.m. June 1, 2005.

A team met to read and evaluate these proposals. That team included Kim Strehlow and Donna Kongable of School Improvement, and Nancy Konitzer of Academic Achievement. I facilitated the process. The team met on June 10, 2005 to review and score these proposals using a detailed evaluation tool based on evaluation criteria as stated in the solicitation. A price clarification was requested and received from the ASCD.

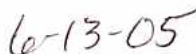
The committee awarded the following evaluation scores:

- | | | |
|----|--------|-----|
| 1. | ASCD | 773 |
| 2. | WestEd | 589 |

The completed evaluation forms for these proposals are available in the procurement file.



Diane L. Gray, CPPB
Procurement Officer



Date



OFFER AND AWARD

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. RFP NO. ED05-0084

OFFER

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

Company Name ASCD
1703 North Beauregard St
Street Address

Alexandria, VA 22311
City State Zip Code

Telephone Number: 800-933-2723

Name of Person Authorized to Sign Offer

Michelle Terry, Deputy Executive Director

Title of Authorized Person

Michelle Terry 5/27/05
Signature of Authorized Person Date of Offer

Facsimile Number:

703-575-5400

Offeror's Arizona Transaction (Sales) Privilege Tax License Number:

Offeror's Federal Employer Identification Number:

526078980

Acknowledgement of Amendment(s):
(Offeror acknowledges receipt of amendment(s) to the Solicitation for Offers and related documents numbered and dated

Amendment No. Date

Amendment No. Date

ACCEPTANCE OF OFFER AND CONTRACT AWARD

(For State of Arizona Use Only)

Your Offer, dated 5/27/2005, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number **ED05-0084**-_____.

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 13th day of June 2005

Douglas C. Peebles
Douglas C. Peebles, MBA, OPPB, CPCM
Chief Procurement Officer



SERVICE SUMMARY

Arizona DOE

Contract Number: CS026

Date: May 27, 2005

Onsite Visits

Phase I: October 6-7, 2005

Bob Marzano

Phase II: March 8-10, 2006

Bob Marzano and Cadre Member

Phase III: October 4-6, 2006

Bob Marzano and Cadre Member

Additional Resources

200 copies of "What Works in Schools" book.

Payment Summary and Schedule

ASCD will invoice ADE after the training dates occur.

Phase I	(Oct. 2005, 2 days)	\$14,000
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Phase II	(March 2006, 6 days)	\$43,000
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Phase III	(October 2006, 6 days)	\$43,000
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Contract total: \$100,000.00

A purchase order in the contract amount (\$100,000) is required. Services and products can not be rendered until receipt of purchase order.

Payment should be sent to:

ASCD

P.O. Box 79760

Baltimore, MD 21279

Please reference the contract number.

For questions regarding payment, contact Tamera Anderson at (800) 933-2723, ext. 5679.

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. RFP NO. ED05-0084

25. Address to which Contractor payment(s) should be mailed, if different than that listed on the Offer and Award Form.

ASCD
(Company Name)
1703 No Beauregard St
(Street Address)
Alexandria, VA 22311
(City & State) (Zip Code)

26. Contractor representative to contact for contract administration purposes:

Pam Taylor, Comptroller
(Name and Title)
1703 No Beauregard St
(Street Address)
Alexandria, VA 22311
(City & State) (Zip Code)
800-933-2723 703-575-5400
(Telephone & Facsimile Numbers)
ptaylor@ased.org
(E-Mail Address)

27. The ADE representative to contact for technical or programmatic matters concerning contract performance (NOTE: this person is not authorized to direct contractor performance or make changes in contract requirements.)

Arizona Department of Education
Kim Strehlow, Director, Title I School/LEA Improvement
School Effectiveness Unit
1535 West Jefferson Street
Phoenix, Arizona 85007
Phone: (602) 542-1562
kstrehl@ade.az.gov

ATTACHMENT 6.1

PRICES/DELIVERY SCHEDULE

SOLICITATION No. ED05-0084

Offeror shall provide a price to fulfill the requirements, terms and conditions as described in this RFP to include:

1. Take a scientifically research-based on-line survey that will provide the school and LEA the ability to identify the improvement targets to create a customized school/LEA improvement plan.
2. Provide school leaders training by nationally recognized education research experts in the field of school improvement as required by §1117 of No Child Left Behind.
3. Provide school leaders with scientifically research-based resources coordinated to the school/LEA's prioritized needs to assist in developing a customized Title I School Improvement Plan.
4. Provide the school/LEA/State with analytical reports to assist the school/LEA/State to identify improvement targets and assess progress.

Subtotal \$ 100,000

_____%* Arizona Sales Tax, State and City* \$ _____

Total Offer \$ 100,000

If payment is made within _____ calendar days after acceptance of goods and/or services, the above quoted price, excluding sales tax, shall be discounted by _____. (Refer to Uniform Instructions To Offerors for discount requirements.)

Notice: If the transaction privilege (sales) taxes are not described and itemized on the offer, the State will assume that the price(s) offered includes all applicable taxes.

QUESTIONNAIRE

Questionnaire for RFP No. ED05-0084, Arizona Title I School Improvement

ASCD proposes to partner with the Arizona Department of Education to provide an introduction and dissemination of *What Works in Schools* to a consortium of schools and districts selected by the ADE. *What Works in Schools* can help schools in Arizona improve their effectiveness, including schools that did not achieve Adequate Yearly Progress as defined by the No Child Left Behind act.

What Works in Schools: Translating Research into Action by Robert Marzano, is a meta-analysis of 35 years of educational research that covered 500 reports involving more than 9,000 schools. Marzano concluded that the research points to 11 key factors as the primary determinants of student achievement:

School-Level Factors

- 1) Guaranteed and Viable Curriculum:** Primarily determined by a school's ability to provide opportunity and time to learn, both have strong correlations with academic achievement.
- 2) Challenging Goals and Effective Feedback:** A combination of the school's ability to establish challenging goals for students and monitoring the extent to which the goals are met.
- 3) Parent and Community Involvement:** The extent to which parents and the community at large are supportive of and involved in a school. The features that define effective parental and community involvement are communication, participation, and governance.
- 4) Safe and Orderly Environment:** Without a minimum level of safety and order, a school has little chance of positively affecting student achievement.
- 5) Staff Collegiality and Professionalism:** The manner in which staff members in the school interact and the extent to which they approach their work as professionals.

Teacher-Level Factors

- 6) Instructional Strategies:** Refers to the nine instructional strategies that have a high probability of enhancing student achievement for all students in all subject areas at all grade levels.
- 7) Classroom Management:** Four distinct areas: 1) establishing and enforcing rules and procedures, 2) carrying out disciplinary actions, 3) maintaining effective teacher and student relationships, and 4) maintaining an appropriate mental set for management.

8) Classroom Curriculum Design: Refers to the teachers' ability to effectively sequence and pace content and to apply principles of cognitive psychology within their lessons and units.

Student-Level Factors

9) Home Atmosphere: Three basic elements: 1) how parents communicate about school within the home, 2) how parents supervise their children's behaviors that are critical to academic achievement, and 3) how parents set and reinforce expectations.

10) Learned Intelligence/Background Knowledge: The degree to which students have a grasp of facts, generalizations, and principles.

11) Motivation: The dynamics that cause students to be motivated or highly resistant to academic achievement.

The school-level factors are generally a matter of school policy and cannot be affected greatly by individual teachers. **The teacher-level factors** are generally a matter of decisions made by individual teachers. **The student-level factors** are characteristics associated with the backgrounds of individual students for which specific interventions can be provided.

Scope of Work

ASCD will deliver a series of professional development opportunities to teams of educators from selected schools. Teams should include district and school-based administrators and teacher leaders. If a school improvement team already exists in the district, they would be the logical team members for the WWIS Consortium. If a school improvement team does not exist, members should be chosen based on their interest in or role responsibility for school improvement in the district. The outlined scope of work can accommodate a maximum of 200 people. The teams will receive the following:

October 6-7, 2005 Overview of What Works in Schools and

The What Works in Schools Online Survey

Bob Marzano

March 8-10, 2006 Analysis of school data on the 11 factors of WWIS

How to write school improvement plans using data gathered

2 What Works in Schools Cadre members

October 4-6, 2006 Refining and communicating school plans

Workshops on selected areas of need based on analysis of data

2 What Works in Schools Cadre members

Bob Marzano and selected members of the What Works in Schools Cadre will create and deliver workshops to the consortium members. The fall overview will cover the research on What Works in Schools, an introduction to the What Works in Schools Online Survey, and how to prepare staff to take the online survey. Consortium schools will then take the survey and receive the electronic reports prior to the winter session. The selected cadre members will also receive the reports and use the results to plan the winter and fall 2006 sessions. In the winter session, cadre members will teach consortium teams how to interpret the data for their schools, and how to create a school improvement plan based on the results. In the fall 2006 session, cadre members will help teams refine their school improvement plans and deliver workshops on selected topics of interest to the teams based on their survey results.

ASCD has had extensive experience in delivering quality professional development services to schools, districts, and states for over 60 years. These include large urban districts such as Dallas Independent Schools and New York City Schools, county offices of education such as Los Angeles and San Diego, and state departments of education such as Georgia. ASCD conducts an extensive on-site professional development service. Through a faculty of highly trained experts in, among other areas, curriculum design, assessment, and instructional practices, ASCD has the resources to provide ongoing support through coaching and mentoring, site visits, specialized workshops, and technical assistance. Bob Marzano, author of the *What Works in Schools* program, and ASCD have developed a cadre of faculty members with the expertise and ability to work with districts on school improvement. See the attached consultant bios and recent work references for more information.

What Works in Schools Online Survey

To plan for school improvement, you first have to know what is and isn't working. Student test data is one piece of information to analyze. But it's also necessary to understand what the professionals in your school or district believe to be important areas for improvement. ASCD can provide consortium schools with access to the What Works in Schools Online Survey. The 68-item survey, based on Marzano's 11 factors, measures the perceptions of staff members and then points to areas that could become the focus of school improvement. Results of this survey will provide a powerful consensus view of a school. If perception is reality, then this survey will be a powerful tool for analysis that leads to positive results in student achievement.

Staff members take the survey online and collected responses are analyzed and sent in reports in an easily readable electronic format. These reports will provide an instant snapshot of the areas that are most critical to efforts to improve student achievement levels. The reports also include a list of resources for up to ten selected items to help districts get further information on areas in need of improvement. The resources contain lists of books, videos, professional development opportunities, research centers and websites with information directly related to the 10 chosen survey items.

For each of the 68 items, participants will answer three questions using a scale from one to four:

- To what extent do we engage in this behavior or address this issue?
- How much will a change in our current practices on this item increase the academic achievement of our students?
- How much effort will it take to significantly change our current practices regarding this issue?

Answers to these questions pinpoint the 10 most likely areas that staff perceptions indicate need to be addressed to increase student achievement.

To analyze the responses from the What Works in Schools Online Survey, we break down reports according to demographic information that participants provide:

- A composite of all district responses
- Each school that participates
- All teachers
- All administrators
- Teachers by subject area
- Teachers by grade level
- All participants by gender
- Regions or clusters within the district (if applicable)

In each report, we analyze the item responses using the mean (average), the mode (most frequent), and the standard deviation (how much variation in responses). Bar graphs make the data easy to read and compare. A copy of the What Works in Schools Online Survey and a sample report are included in the Appendix.

The cost of the What Works in Schools Online Survey is not included in this proposal. We suggest that participating schools purchase the survey and can extend a discounted price of \$419 per building.

APPENDIX

- 1. Consultant Bios**
- 2. Recent work with references**
- 3. What Works in Schools Online Survey**
- 4. Sample Report for online survey**

Robert J. Marzano

Dr. Marzano is an educational consultant and is the former director for Training, Research, and Development at McREL, in Aurora, CO. He headed a team of authors to develop *Dimensions of Learning*, published by ASCD. He is the author of *Classroom Instruction That Works*; *Transforming Today's Classroom*; *A Comprehensive Guide to Designing, Schools, Districts, and Classrooms*; *Transforming Classroom Grading*; *A Different Kind of Classroom: Teaching With Outcomes Using the Dimensions of Learning Framework*; *Tactics for Thinking: Literacy Plus*; and *Dimensions of Thinking*. Author of more than 10 books and 70 articles, he is an internationally known trainer in thinking skills and literacy. He has developed programs and practices used in K-12 classrooms that translate current research and theory in cognition into instructional methods. His most recent work focuses on developing performance assessments and integrating national content standards into the curriculum. Prior to his work with McREL, Dr. Marzano was an Associate Professor at the University of Colorado at Denver, and a high school English teacher and department chair.

Bea McGarvey

Bea McGarvey has over twenty-five years experience in education as an elementary teacher, a middle school guidance counselor, middle school administrator, and central office administrator. Most recently, she was Executive Director of Education for the Portland Public Schools, Portland, Maine. A skilled facilitator and presenter, she now consults with schools and districts in the United States and Canada specializing in organizational development, standards implementation, supervision, curriculum, assessment and instruction focusing on learning. She is a trainer of Dimensions of Learning, Total Leadership, and Strategic Teacher Selection. Additionally, she has presented for state principals' and superintendents' associations, the NE League of Middle Schools, ASCD, Maine ASCD, and the Professional Development Center of the University of Southern Maine.

Dr. Tim Westerberg

Tim Westerberg has served as a high school principal for twenty-four years, the last eighteen of which have been at Littleton High School in Littleton, Colorado. Prior to entering school administration, Dr. Westerberg taught social studies and coached at the high school level in Illinois and in Iowa. Westerberg earned his B.S. and M.A. degrees from the University of Iowa and his Ph.D. in Educational Administration from Iowa State University.

In addition to his work as a teacher and administrator, Dr. Westerberg has been active in a variety of school transformation, staff development, and leadership training initiatives in Colorado, across the nation, and internationally. Westerberg served on the NASSP/Carnegie Foundation Commission on the Restructuring of the American High School which produced the seminal report, *Breaking Ranks: Changing an American Institution*. His current professional activities include serving as a site evaluator for the US Department of Education's New American High Schools project, and a member of the National Staff Development Council's Results-Based Staff Development Initiative.

Debra Pickering

Debra Pickering is currently an educational Consultant. She has served as a Senior Program Associate at the Mid-Continent regional Educational Laboratory in Aurora, CO. During her twenty years in education, she gained practical experience as a classroom teacher and district staff development coordinator and has done extensive consulting with administrators and teachers, K-12. Her research and development work has centered on the study of learning, specifically in the areas of complex thinking and reasoning. She is the co-author of the ASCD books, *Classroom Instruction That Works*, and *Dimensions of Learning*.

Dr. Pickering received her B.S. in English/Drama education from the University of Missouri, an M.A. in School Administration from the University of Denver, and a Ph.D. in Curriculum and Instruction with an emphasis in Cognitive Psychology from the University of Denver.

Deborah Childs-Bowen

Deborah Childs-Bowen is the Director of the Institute for Teaching and Student Achievement at Samford University. She has served in a variety of roles over the twenty-six years of her career including teacher, principal, researcher, administrator, director of professional development, professor and consultant. Her areas of specialization have been in organizational and program design/implementation, evaluation and professional development for teachers and administrators. She has contributed to books, research and professional journals on a variety of subjects and has been a consultant to districts, schools and educational agencies nationwide. Childs-Bowen has designed and implemented professional development opportunities that have been catalytic within numerous organizations.

John L. Brown

John L. Brown is the former Director of Curriculum and Program Development, and the former Director of Staff Development for the Prince George's County Public Schools in Maryland. He is also an adjunct professor of curriculum development at Trinity College in Washington, D.C. Brown has been a consultant to school districts throughout the United States, conducting workshops and long-term coaching follow-up on Dimensions of Learning, Understanding by Design, What Works in Schools, performance-based instruction and assessment, learning styles, and standards-based curriculum and instruction. His publications include the best-selling ASCD text, *Observing Dimensions of Learning in Classrooms and Schools*, as well as the *Acquiring and Integrating Knowledge video series*. Brown is co-author of the ASCD book *The Hero's Journey: A Personal Guide to Transforming Schools*, and the author of *Making the Most of Understanding by Design*. Brown is also a member of the ASCD *Understanding by Design* cadre and *What Works in Schools* cadre.

Brown received a doctorate in education from George Mason University and master's and bachelor's degrees in English from the University of Wisconsin. His awards include Outstanding Educator in PGCPs, 1993, and Outstanding Maryland State High School English Teacher, Maryland State Council of Teachers of English, 1986.

Vera J. Blake

Vera Blake is formerly the principal at Falls Church High School in Fairfax County, Virginia. She was the 1999-2000 Fairfax County Principal of the Year and was one of the 1999-2000 Washington Post Distinguished Educational Leaders. In addition, Dr. Blake served as principal of Holmes Middle School in Alexandria, Virginia, for 12 years and was the 2000 Virginia Middle School Principal of the Year. Dr. Blake stresses that schools cannot move forward without empowering teachers and focusing on the integration of teacher leadership at all grade levels. Dr. Blake believes that “the power of teachers to lead and impact instruction and student achievement often goes untapped”.

During her 12-year tenure as principal at Holmes, Blake oversaw the implementation of the middle school concept and successfully added grade six to the existing seventh and eighth grade programs at Holmes. Holmes' middle school program helped pave the way for the implementation of the middle school program in all of Fairfax County's former intermediate schools. During her tenure Holmes was recognized as one of a small number of middle schools in Fairfax County whose students achieved satisfactory performance on all the Virginia Standards of Learning tests. Holmes was the only school of those cited with a highly diverse socioeconomic and cultural student population.

Dr. Blake's long list of professional experiences and affiliations includes serving as an educational consultant to schools and districts nationwide, serving as an adjunct professor for Virginia Tech and George Mason University, teaching an FCPS mentor trainer course for secondary mentors in the beginning teacher induction program, and serving on the National Membership Committee and the National Equity Task Force for the American Association of University Women.

Dr. Blake earned her bachelor's degree from Saint Paul's College in Lawrenceville, Virginia, her master's degree from the University of Virginia in Charlottesville, and her doctoral degree from Vanderbilt University in Nashville, Tennessee.

Capacity-Building Contract Review: **What Works in Schools**

Customer	Number of Onsite Visits	Number of Schools Served	Additional Resources/Products
District of Columbia PS	14	52	Books and Survey
Mississippi Bend AEA	4	4	Books and Survey
Dallas PS	1	n/a	Books and Survey
Chicago Archdiocese	2	n/a	Books and Survey
Los Angeles City Schls	14	n/a	n/a
San Diego CS	1	n/a	Books
Lakeland School Corporation	6	n/a	Books and Inquiry Kit
Pitt Co Schools	3	33	Books
Garland ISD	1	n/a	n/a
Chicago PS	5	58	Books, Student Guides, and Teacher Manual
Fresno USD	8	n/a	Books
Georgia DOE	10	750	Survey, Books, Videos
Metropolitan SD of Wayne Township	7	3	Teacher Manuals, Student Workbooks, and Video

REFERENCES

San Diego County Office of Education
 6401 Linda Vista Rd.
 San Diego, CA 92111-7399
 Contact: Judy Walker
 Phone: (858) 292-3518
 E-mail: jwalker1@sdcoe.k12.ca.us

Los Angeles County Office of Education
 9300 Imperial Highway
 Downey, CA 90242-2890
 Contact: Tim Murphy
 Phone: (562) 922-6333

Georgia Department of Education
 Office of the State Superintendent of Schools
 Twin Towers East
 Atlanta, GA 30334-5001
 Contact: John Rhodes
 Phone: (404) 463-1547
 E-mail: jrhodes@doe.k12.ga.us



Online Survey

MARZANO & JESS

Part 3: Survey	Question 1: To what extent do we engage in this behavior or address this issue?	Question 2: How much will a change in our practices on this item increase the academic achievement of our students?	Question 3: How much effort will it take to significantly change our practices regarding this item?
TEACHERS IN MY SCHOOL . . .	Very few, if any, do this 1 2 3 4 Almost everyone does this	Not at all 1 2 3 4 To a great extent	Not much 1 2 . . .
Factor 1: Guaranteed and Viable Curriculum			
1. The content considered essential for all students to learn versus the content considered supplemental has been identified and communicated to teachers.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
2. The amount of essential content that has been identified can be addressed in the instructional time available to teachers.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
3. The essential content is organized and sequenced in a way that students have ample opportunity to learn it.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
4. Someone checks to ensure that teachers address the essential content.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
5. The instructional time available to teachers is protected by minimizing interruptions and scheduled noninstructional activities.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
Factor 2: Challenging Goals and Effective Feedback			
6. An assessment system is used that provides for timely feedback (e.g., at least every nine weeks) on specific knowledge and skills for individual students.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2

7. Specific achievement goals are set for the school as a whole.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
8. Specific achievement goals are set for individual students.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
9. Performance on schoolwide and individual student goals is used to plan for future actions.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
Factor 3: Parent and Community Involvement			
10. Effective vehicles are in place to communicate to parents and community.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
11. Effective vehicles are in place for parents and community to communicate to the school.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
12. Opportunities are provided for parents and community to be involved in the day-to-day operations of the school.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
13. Vehicles are in place for parents and community to be involved in the governance of the school.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
Factor 4: Safe and Orderly Environment			
14. The physical environment and school routines have been structured in such a way as to avoid chaos and promote good behavior.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
15. Clear rules and procedures pertaining to schoolwide behavior have been established.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
16. Appropriate consequences for violations of schoolwide rules and procedures have been established and implemented.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
17. A program that teaches and reinforces student self-discipline and responsibility has been implemented.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2

18. A system for early detection of students who are prone to violence and extreme behavior has been implemented.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
Factor 5: Collegiality and Professionalism			
19. Norms for conduct among professional staff and administrators that foster collegiality and professionalism have been established.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
20. Governance structures that allow for teacher involvement in schoolwide decisions and policies have been established.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
21. Teachers are engaged in staff development activities that address specific content area issues and allow for "hands-on" trial and evaluation of specific techniques.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
Factor 6: Home Environment			
22. Training and support are provided to parents to enhance their communication with their children.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
23. Training and support are provided to parents to enhance their supervision of their children.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
24. Training and support are provided to parents to enhance their parenting style.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
Factor 7: Learned Intelligence and Background Knowledge			
25. Students are involved in schoolwide programs that directly increase the number and quality of life experiences they have.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
26. Students are involved in a schoolwide program of wide reading that emphasizes vocabulary development.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
27. Students are involved in a schoolwide program of direct instruction in vocabulary terms	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2

and phrases that are important to specific subject matter content.	1 2 3 4	1 2 3 4	1 2
Factor 8: Student Motivation			
28. Students are provided with feedback on their knowledge gain.	○ ○ ○ ○ 1 2 3 4	○ ○ ○ ○ 1 2 3 4	○ ○ 1 2
29. Students are involved in simulation games and activities that are inherently engaging.	○ ○ ○ ○ 1 2 3 4	○ ○ ○ ○ 1 2 3 4	○ ○ 1 2
30. Students are provided with opportunities to construct and work on long-term projects of their own design.	○ ○ ○ ○ 1 2 3 4	○ ○ ○ ○ 1 2 3 4	○ ○ 1 2
31. Students are provided with training regarding the dynamics of motivation and how those dynamics affect them.	○ ○ ○ ○ 1 2 3 4	○ ○ ○ ○ 1 2 3 4	○ ○ 1 2
Factor 9: Instruction			
32. Begin their instructional units by presenting students with clear learning goals.	○ ○ ○ ○ 1 2 3 4	○ ○ ○ ○ 1 2 3 4	○ ○ 1 2
33. Begin their instructional units by asking students to identify personal learning goals that fit within the learning goals presented by the teacher.	○ ○ ○ ○ 1 2 3 4	○ ○ ○ ○ 1 2 3 4	○ ○ 1 2
34. Systematically provide students with specific feedback on the extent to which they are accomplishing the learning goals.	○ ○ ○ ○ 1 2 3 4	○ ○ ○ ○ 1 2 3 4	○ ○ 1 2
35. Systematically ask students to keep track of their own performance on the learning goals.	○ ○ ○ ○ 1 2 3 4	○ ○ ○ ○ 1 2 3 4	○ ○ 1 2
36. Systematically recognize students who are making observable progress toward the learning goals.	○ ○ ○ ○ 1 2 3 4	○ ○ ○ ○ 1 2 3 4	○ ○ 1 2
37. Systematically emphasize the importance of effort with students.	○ ○ ○ ○ 1 2 3 4	○ ○ ○ ○ 1 2 3 4	○ ○ 1 2

38. Organize students into groups based on their understanding of the content when appropriate.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
39. Organize students into cooperative groups when appropriate.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
40. Systematically provide specific feedback on the homework assigned to students.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
41. End their units by providing students with clear feedback on the learning goals.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
42. End their units by asking students to assess themselves relative to the learning goals.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
43. End their units by recognizing and celebrating progress on the learning goals.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
44. Prior to presenting new content, ask questions of students that help them recall what they might already know about the content.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
45. Prior to presenting new content, provide students with direct links with what they have studied before.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
46. Prior to presenting new content, provide ways for students to organize or think about the content (e.g., use advance organizers).	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
47. Ask students to construct verbal or written summaries of new content.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
48. Ask students to take notes on new content.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2
49. Ask students to represent new content in nonlinguistic ways (e.g., mental image, picture,	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2

pictograph, graphic organizer, physical model, enactment).	1 2 3 4	1 2 3 4	1 2
50. Assign in-class and homework tasks that require students to practice important skills and procedures.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
51. Ask students to revise and correct errors in their notes as a way of reviewing and revising content.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
52. Ask students to revise and correct errors in their nonlinguistic representations as a way of reviewing and revising content.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
53. Prescribe in-class and homework assignments that require students to compare and classify content.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
54. Prescribe in-class and homework assignments that require students to construct metaphors and analogies.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
55. Prescribe in-class activities and homework assignments that require students to generate and test hypotheses regarding content.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
Factor 10: Classroom Management			
56. Have comprehensive and well-articulated rules and procedures for general classroom behavior, beginning and ending the period or day, transitions and interruptions, use of materials and equipment, group work, and seatwork.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
57. Utilize specific disciplinary strategies that reinforce appropriate behavior and provide consequences for inappropriate behavior.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
58. Utilize specific strategies that instill a sense of confidence in students that they are receiving proper guidance and direction.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2

59. Utilize specific strategies that instill a sense of confidence in students that their concerns and wishes are being considered.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
60. Use different strategies with different types of students to provide them with a sense of acceptance by the teacher.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
61. Use specific techniques to keep aware of problems or potential problems in their classrooms.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
62. Respond to inappropriate behaviors quickly and assertively.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
63. Use specific techniques to maintain a healthy emotional objectivity when dealing with student misbehavior.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
Factor 11: Classroom Curriculum Design			
64. When planning units of instruction, identify specific types of knowledge that are important for students to learn (e.g., important categories of knowledge, examples, sequences, comparisons, cause-and-effect relationships, correlational relationships, facts, incidents, episodes, terms, skills, processes).	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
65. When planning units of instruction, ensure that students will have multiple exposures to new content presented in a variety of forms (e.g., stories, descriptions) using a variety of media (e.g., read about the content, watch a demonstration, listen to a presentation).	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
66. When planning units of instruction, make a clear distinction between skills and processes that are to be mastered versus skills and processes that are to be experienced but not mastered.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 2 3 4	<input type="radio"/> <input type="radio"/> 1 2
67. When planning units of			

instruction, organize examples into categories or groups that demonstrate the essential features of the content.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 2
68. When planning units of instruction, ensure that students will be involved in complex projects that require them to address content in unique ways.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 1	<input type="radio"/> 2

Sample Report



Association for Supervision and Curriculum Development

WHAT WORKS IN SCHOOLS SURVEY

Composite Report

www.whatworksinschools.org
www.ascd.org

Generated for:

School District XYZ

Total Survey Responses: 65

Sample Report

Overview

This report is an analysis of participant responses to the What Works in Schools Online Survey. You will find two sections in this report. The first section provides a report of the summaries of the 11 factor averages and a report of priorities within each factor. The second section provides an item-by-item analysis of results of participant responses and an analysis of the 10 items the results indicate as the place to begin your school improvement planning.

Section One

This section features summaries of the 11 factor averages and a report of priorities within each factor. In the Summary of Factor Averages report, you will see the average of the means (average), modes (most common) and standard deviations (how much variation in responses) for all the items within the factor. This table lists the survey items under each factor.

Factor One	Items 1 - 5
Factor Two	Items 6 - 9
Factor Three	Items 10 - 13
Factor Four	Items 14 - 18
Factor Five	Items 19 - 21
Factor Six	Items 22 -24
Factor Seven	Items 25 - 27
Factor Eight	Items 28 - 31
Factor Nine	Items 32 - 55
Factor Ten	Items 56 - 63
Factor Eleven	Items 64 - 68

The averages are listed for three questions:

Question 1 - To what extent do we engage in this behavior or address this issue?

Question 2 - How much will a change in our current practices on this item increase the academic achievement of our students?

Question 3 - How much effort will it take to significantly change our current practices regarding this issue?

The first part of the Summary of Factor Averages is shown in a table format followed by a line graph that shows the data in a graphic format.

In the Factor Level Priorities report, you will see the items under each factor listed in rank order by their averages on Question 1, *"To what extent do we engage in this behavior or address this issue?"* Within each factor, the items are ranked from lowest to highest.

Sample Report

Section Two

This section features summaries of the 11 factor averages and responses to all 68 survey items. For each item, you will see the mean (average), mode (most common), and standard deviation (how much variation in responses) for three questions:

Question 1 - To what extent do we engage in this behavior or address this issue?

Question 2 - How much will a change in our current practices on this item increase the academic achievement of our students?

Question 3 - How much effort will it take to significantly change our current practices regarding this issue?

The bar graph provided for each item is a visual representation of the mean for each of the three questions.

The statistics table reports the average or mean score for that question, the median score for that question, and the standard deviation for that question. This table is very important, and you should consider it carefully.

- * The mean score is the mathematical average or the "center of gravity," so to speak, for all scores on that particular item.

- * The mode is also a measure of the "central tendency" of the scores for a given question, but it gives a slightly different perspective than the mean. The mode is the most common score of all the responses. For this questionnaire, the mode will always be a whole number: 1, 2, 3, or 4. These statistics should give you a good perspective of the central tendency of the responses on each of the three questions for the items.

- * The standard deviation tells you how much variation exists in the way people responded. If you add and subtract the standard deviation from the mean for a question, you can assume that almost 70 percent of participants responded in this range. For example, if the mean score for a question is 2.76 and the standard deviation is .995, the range where 70 percent of responses would fall is between 1.765 and 3.755 ($2.76 \pm .995$). In general, the higher the standard deviation, the greater the variation in the way people responded to a question. In other words, there was not a lot of agreement regarding the question.

Finally, this section indicates the 10 items to consider in school development for which participants' responded (1) you are not doing well, (2) changes in current practice will positively affect student achievement, and (3) the effort it will take to make these changes is not too great.

To identify the 10 items that meet all three criteria, we analyzed responses three ways:

1. We rank-ordered the 68 items on the central tendency for Question 1, "extent to which we engage."
2. We selected the bottom 20 items from Step 1 and rank-ordered them on the central tendency for Question 2, "how much increase in achievement."
3. We looked at the highest ranking items from Step 2 and rank-ordered them again on the central tendency for Question 3, "how much effort."

The 10 items with the lowest central tendency scores from Step 3 are the items that have the lowest

Sample Report

perceived performance in your school, that would result in a relatively high perceived payoff, and that require relatively low effort. These 10 items are a good place to start your school improvement effort.

SAMPLE



Section One - Summary Reports

<http://www.whatworksinschools.org>
<http://www.ascd.org>

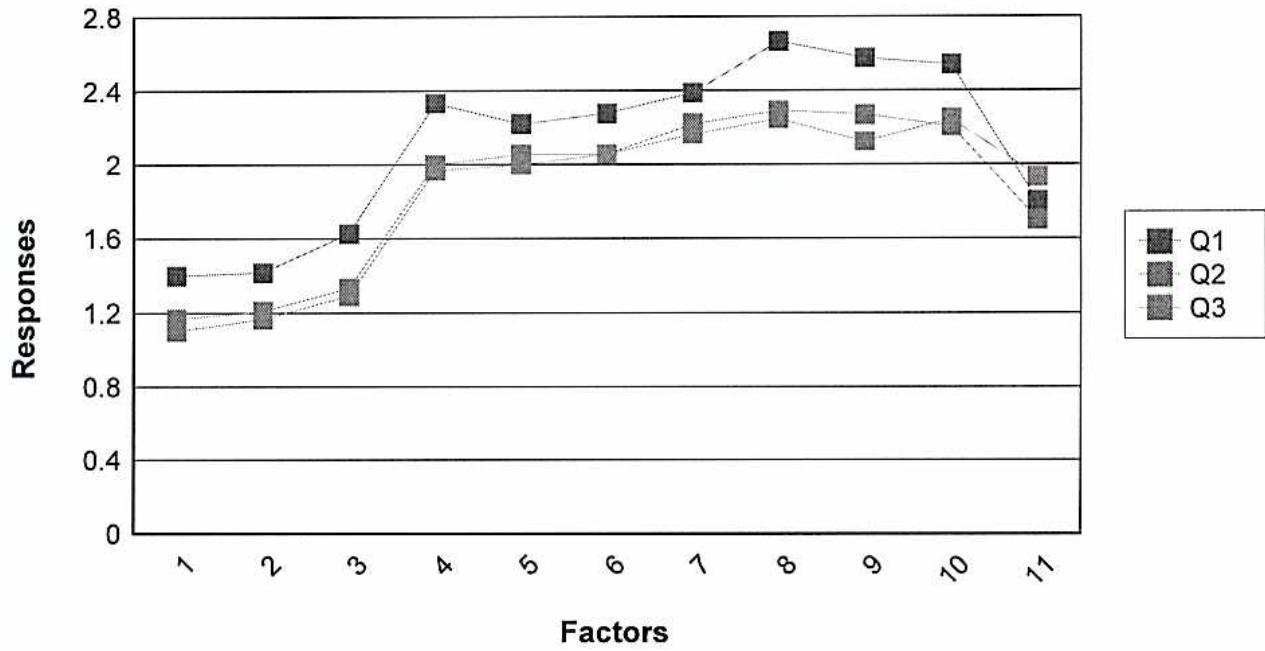
Sample Report

Summary of Factor Averages

		Extent to which we address this	Effect of change on achievement	Effort required to change
Factor #1 Guaranteed and Viable Curriculum	Mean	1.40	1.17	1.10
	Mode	1	1	1
	Stdev	0.86	0.46	0.31
Factor #2 Challenging Goals and Effective Feedback	Mean	1.42	1.21	1.17
	Mode	1	1	1
	Stdev	0.78	0.51	0.38
Factor #3 Parent and Community Involvement	Mean	1.63	1.33	1.29
	Mode	1	1	1
	Stdev	1.06	0.56	0.46
Factor #4 Safe and Orderly Environment	Mean	2.33	2.00	1.97
	Mode	2	2	2
	Stdev	0.88	0.64	0.61
Factor #5 Collegiality and Professionalism	Mean	2.22	2.06	2.00
	Mode	2	2	2
	Stdev	0.81	0.64	0.59
Factor #6 Home Environment	Mean	2.28	2.06	2.06
	Mode	2	2	2
	Stdev	0.57	0.64	0.64
Factor #7 Learned Intelligence and Background Knowledge	Mean	2.39	2.22	2.17
	Mode	2	2	2
	Stdev	0.92	0.88	0.86
Factor #8 Student Motivation	Mean	2.67	2.29	2.25
	Mode	4	2	2
	Stdev	1.17	1.04	1.03
Factor #9 Instruction	Mean	2.58	2.27	2.13
	Mode	1	1	1
	Stdev	1.28	1.18	1.19
Factor #10 Classroom Management	Mean	2.54	2.21	2.25
	Mode	1	1	1
	Stdev	1.32	1.20	1.25
Factor #11 Classroom Curriculum Design	Mean	1.80	1.70	1.93
	Mode	1	1	1
	Stdev	1.10	0.75	0.94

Sample Report

Factor Averages



SAVIT L L

Sample Report

Factor Level Priorities

This report shows the averages of all responses by item. Within each Factor, the items have been ranked from lowest to highest on Question 1 "to what extent do we engage in this behavior or address this issue?" Use this report to see how items within the factors compare to one another. Averages below 3.0 in the first column show items respondents believe are not practiced to a great extent in the school. The highlighted mean under Question 2 for each factor, "how much will change increase academic achievement of our students?" indicates the item respondents believe will make the biggest gain in school achievement if implemented correctly. The highlighted mean under Question 3 for each factor, "how much effort will it take to change our current practices?" indicates the item needing the least effort to change.

1# Guaranteed and Viable Curriculum

Q1	Q2	Q3	Question	Item
1.33	1.17	1.17	Essential content can be addressed in time provided	2
1.33	1.00	1.00	Essential content is organized & sequenced	3
1.33	1.17	1.17	Instructional time is protected	5
1.50	1.17	1.17	Essential & supplemental content is identified	1
1.50	1.33	1.00	Teachers are monitored for teaching essential content	4

2# Challenging Goals and Effective Feedback

Q1	Q2	Q3	Question	Item
1.33	1.33	1.17	Specific achievement goals are set for the school	7
1.33	1.00	1.00	Specific achievement goals are set for individual students	8
1.50	1.17	1.17	An assessment system of timely feedback to students is used	6
1.50	1.33	1.33	Performance on individual student & school goals drives planning	9

3# Parent and Community Involvement

Q1	Q2	Q3	Question	Item
1.50	1.33	1.33	Effective vehicles exist for communication to parents & community	10
1.67	1.50	1.33	Effective vehicles exist for communication from parents & community	11
1.67	1.33	1.33	Opportunities exist for parent & community involvement in school operations	12
1.67	1.17	1.17	Opportunities exist for parent & community involvement in school governance	13

4# Safe and Orderly Environment

Q1	Q2	Q3	Question	Item
2.00	2.00	2.00	A self-discipline and responsibility program is implemented	17
2.33	2.00	2.00	Clear rules & procedures for school-wide behavior are established	15
2.33	1.83	1.83	Appropriate consequences for violations are established & implemented	16
2.33	2.17	2.00	A system is implemented for early detection of students with violent & extreme behavior	18
2.67	2.00	2.00	School environment & routines prevent chaos & promote good behavior	14

5# Collegiality and Professionalism

Q1	Q2	Q3	Question	Item
2.17	2.17	2.00	Governance structures are established for teacher involvement in decision-making	20
2.17	2.00	2.00	Teachers are engaged in content area SD activities which allow hands-on trial	21
2.33	2.00	2.00	Norms for staff collegiality & professionalism are established	19

6# Home Environment

Q1	Q2	Q3	Question	Item
2.17	2.00	2.17	Training and support are provided to parents about their parenting style.	24
2.33	2.00	2.00	Training & support provided to parents about communication & supervision of children	22
2.33	2.17	2.00	Training and support are provided to parents about supervision of their children.	23

7# Learned Intelligence and Background Knowledge

Q1	Q2	Q3	Question	Item
2.33	2.17	2.17	Students are involved in programs to increase number & quality of experiences	25

Sample Report

2.33	2.33	2.17	Students are involved in a schoolwide reading program to develop vocabulary	26
2.50	2.17	2.17	Students are involved in a schoolwide vocabulary program specific to content areas	27

8# Student Motivation

Q1	Q2	Q3	Question	Item
2.50	2.17	2.17	Students are provided with feedback on their knowledge gain	28
2.50	2.17	2.17	Students are involved in engaging learning games & activities	29
2.67	2.50	2.33	Students are provided with motivational training	31
3.00	2.33	2.33	Students are allowed to design and work on long-term projects	30

9# Instruction

Q1	Q2	Q3	Question	Item
2.00	1.67	1.83	Teachers provide specific feedback on homework	40
2.00	1.83	1.83	Teachers end units by asking students to assess themselves on learning goals	42
2.17	2.00	1.67	Teachers organize students into cooperative groups when appropriate	39
2.17	2.00	1.83	Teachers end units by providing clear feedback on learning goals	41
2.17	2.00	1.83	Teachers end units by recognizing & celebrating progress on learning goals	43
2.17	1.83	1.67	Teachers ask questions before presenting new content to help students recall knowledge	44
2.17	2.17	1.67	Prior to starting a new unit, teachers provide direct links to previous content studied	45
2.50	2.33	2.33	Teachers provide students with feedback on learning goals	34
2.50	1.83	1.67	Teachers organize students into groups based on understanding of content	38
2.67	2.17	2.17	Teachers begin lessons by presenting clear learning goals	32
2.67	2.50	2.17	Teachers begin lessons by asking students to ID personal learning goals	33
2.67	2.50	2.33	Teachers ask students to keep track of their own performance on learning goals	35
2.67	2.33	2.33	Teachers recognize & celebrate progress on learning goals	36
2.67	2.50	2.33	Teachers constantly emphasize the importance of student effort	37
2.67	2.33	2.33	Teachers ask students to take notes on new content	48
2.67	2.50	2.50	Teachers ask students to represent new content in nonlinguistic ways	49
2.83	2.67	2.33	Teachers ask students to construct verbal/written summaries of new content	47
2.83	2.50	2.33	Teachers assign tasks that require practice of important skills & procedures	50
2.83	2.33	2.17	Teachers ask students to revise and correct errors in notes for review	51
2.83	2.33	2.00	Teachers ask students to revise the errors in their nonlinguistic representations	52
2.83	2.17	2.17	Teachers assign tasks requiring comparing and contrasting skills	53
2.83	2.67	2.33	Teachers assign tasks requiring students to form and test hypotheses	55
3.00	2.67	2.50	Prior to starting a new unit, teachers provide students with organizational tools	46
3.33	2.67	2.67	Teachers assign tasks requiring metaphor and analogy construction	54

10# Classroom Management

Q1	Q2	Q3	Question	Item
1.67	1.50	1.67	Teachers maintain emotional objectivity in dealing with student misbehavior	63
2.33	1.83	1.83	Teachers respond to inappropriate behaviors quickly and assertively	62
2.67	2.33	2.50	Teachers use effective classroom management strategies and consequences	57
2.67	2.50	2.50	Teachers make students feel that they are receiving proper guidance	58
2.67	2.33	2.50	Teachers make students feel that their concerns are being considered	59
2.67	2.50	2.50	Teachers use different strategies with different students to create a sense of acceptance	60
2.83	2.33	2.33	Teachers have comprehensive classroom rules and procedures	56
2.83	2.33	2.17	Teachers use techniques to keep aware of potential problems in the classroom	61

11# Classroom Curriculum Design

Q1	Q2	Q3	Question	Item
1.50	1.83	1.67	In planning, teachers identify specific types of important knowledge for students to learn	64

Sample Report

1.50	1.33	1.83	In planning, teachers ensure that student have multiple exposures in a variety of forms	65
1.83	1.50	2.33	In planning, teachers distinguish between skills to be mastered or just experienced	66
2.00	1.67	1.83	In planning, teachers ensure that students will have complex projects	68
2.17	2.17	2.00	In planning, teachers organize examples into categories	67

SAMPLE



Section Two - Item Analysis and Ten Item Resources

<http://www.whatworksinschools.org>
<http://www.ascd.org>

Sample Report

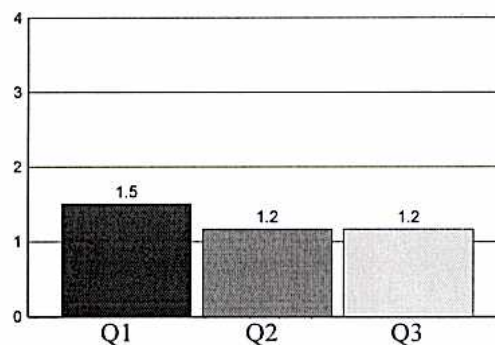
School District XYZ

Factor #1 Guaranteed and Viable Curriculum

Item 1 :

The content considered essential for all students to learn versus the content considered supplemental has been identified and communicated to teachers.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.50	1.17	1.17
Mode	1	1	1
Stdev	0.84	0.41	0.41

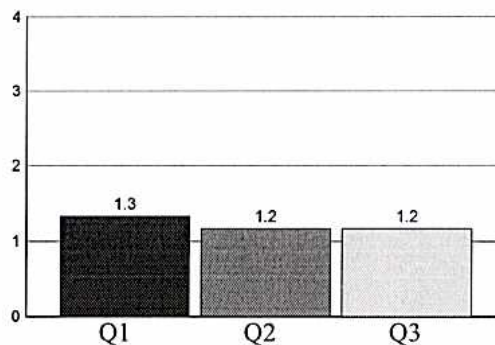


SAMPLE

Item 2 :

The amount of essential content that has been identified can be addressed in the instructional time available to teachers.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.33	1.17	1.17
Mode	1	1	1
Stdev	0.82	0.41	0.41



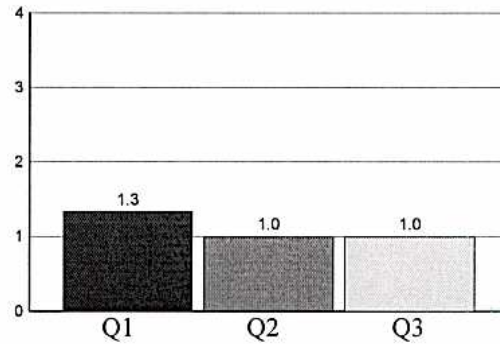
Sample Report

School District XYZ

Item 3 :

The essential content is organized and sequenced in a way that students have ample opportunity to learn it.

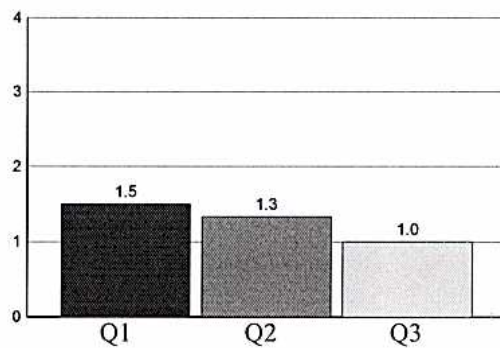
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.33	1.00	1.00
Mode	1	1	1
Stdev	0.82	0.00	0.00



Item 4 :

Someone checks to ensure that teachers address the essential content.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.50	1.33	1.00
Mode	1	1	1
Stdev	1.22	0.82	0.00



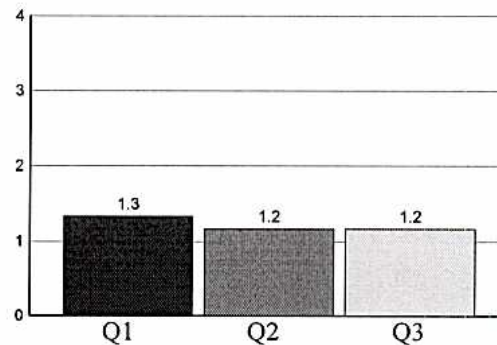
Sample Report

School District XYZ

Item 5 :

The instructional time available to teachers is protected by minimizing interruptions and scheduled noninstructional activities.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.33	1.17	1.17
Mode	1	1	1
Stdev	0.82	0.41	0.41

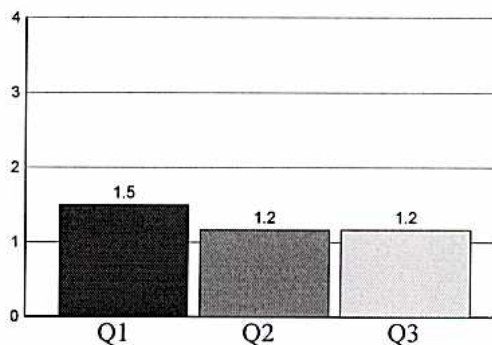


Factor #2 Challenging Goals and Effective Feedback

Item 6 :

An assessment system is used that provides for timely feedback (e.g., at least every nine weeks) on specific knowledge and skills for individual students.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.50	1.17	1.17
Mode	1	1	1
Stdev	0.84	0.41	0.41



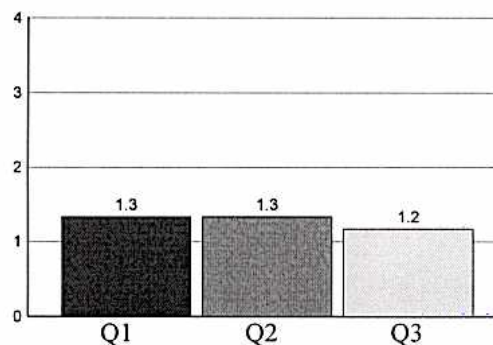
Sample Report

School District XYZ

Item 7 :

Specific achievement goals are set for the school as a whole.

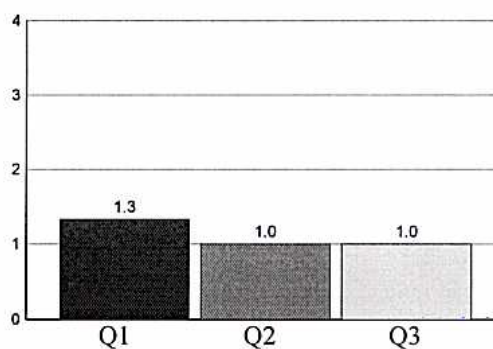
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.33	1.33	1.17
Mode	1	1	1
Stdev	0.82	0.82	0.41



Item 8 :

Specific achievement goals are set for individual students.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.33	1.00	1.00
Mode	1	1	1
Stdev	0.82	0.00	0.00



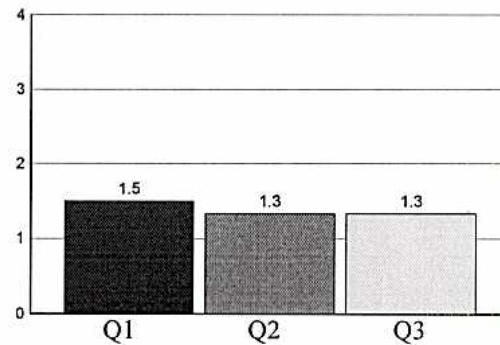
Sample Report

School District XYZ

Item 9 :

Performance on schoolwide and individual student goals is used to plan for future actions.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.50	1.33	1.33
Mode	1	1	1
Stdev	0.84	0.52	0.52

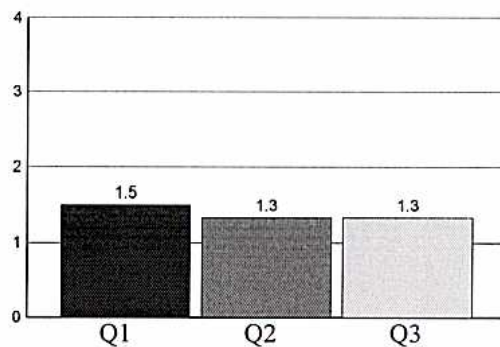


Factor #3 Parent and Community Involvement

Item 10 :

Effective vehicles are in place to communicate to parents and community.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.50	1.33	1.33
Mode	1	1	1
Stdev	0.84	0.52	0.52



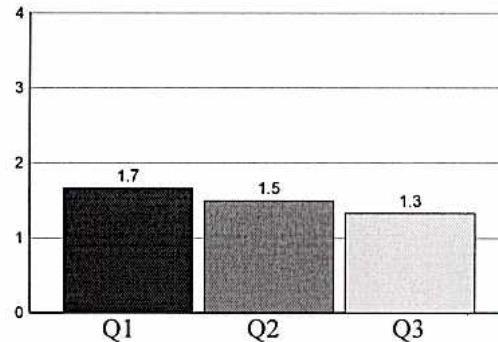
Sample Report

School District XYZ

Item 11 :

Effective vehicles are in place for parents and community to communicate to the school.

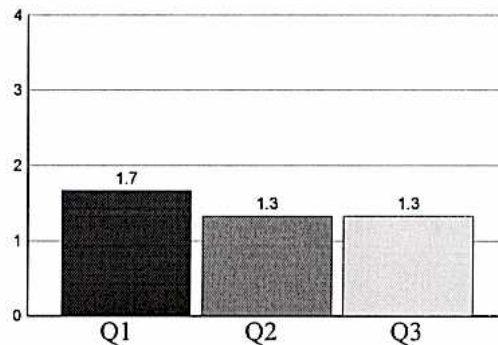
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.67	1.50	1.33
Mode	1	1	1
Stdev	1.21	0.84	0.52



Item 12 :

Opportunities are provided for parents and community to be involved in the day-to-day operations of the school.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.67	1.33	1.33
Mode	1	1	1
Stdev	1.21	0.52	0.52



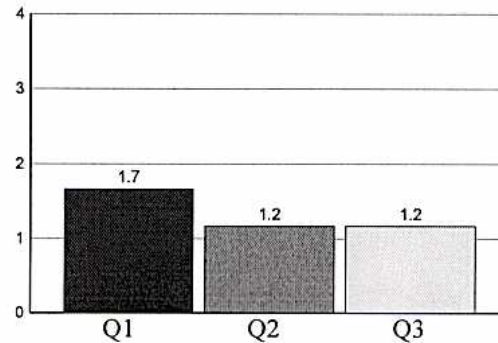
Sample Report

School District XYZ

Item 13 :

Vehicles are in place for parents and community to be involved in the governance of the school.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	1.67	1.17	1.17
Mode	1	1	1
Stdev	1.21	0.41	0.41

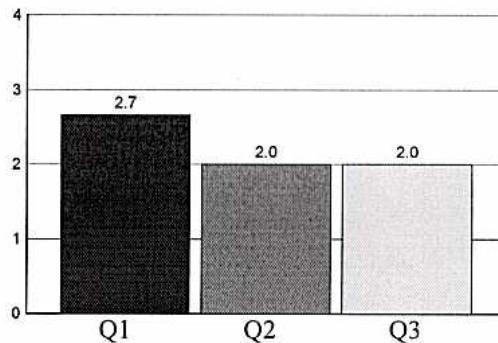


Factor #4 Safe and Orderly Environment

Item 14 :

The physical environment and school routines have been structured in such a way as to avoid chaos and promote good behavior.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.67	2.00	2.00
Mode	2	2	2
Stdev	0.82	0.63	0.63



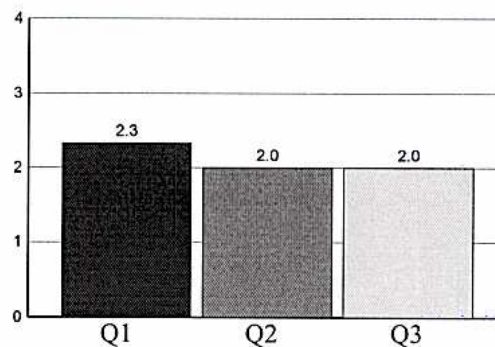
Sample Report

School District XYZ

Item 15 :

Clear rules and procedures pertaining to schoolwide behavior have been established.

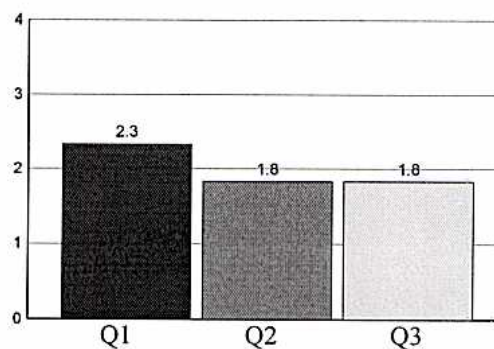
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.33	2.00	2.00
Mode	2	2	2
Stdev	1.03	0.63	0.63



Item 16 :

Appropriate consequences for violations of schoolwide rules and procedures have been established and implemented.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.33	1.83	1.83
Mode	2	2	2
Stdev	1.03	0.75	0.75



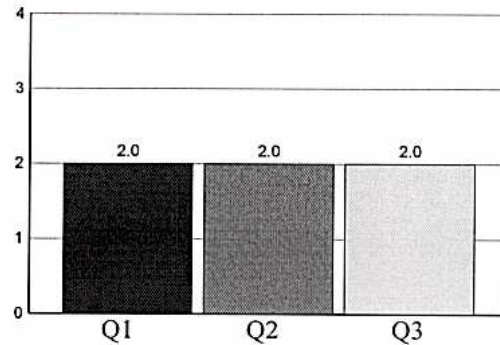
Sample Report

School District XYZ

Item 17 :

A program that teaches and reinforces student self-discipline and responsibility has been implemented.

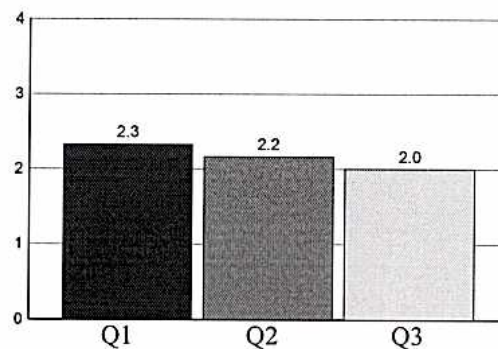
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.00	2.00	2.00
Mode	2	2	2
Stdev	0.63	0.63	0.63



Item 18 :

A system for early detection of students who are prone to violence and extreme behavior has been implemented.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.33	2.17	2.00
Mode	2	2	2
Stdev	1.03	0.75	0.63



Factor #5 Collegiality and Professionalism

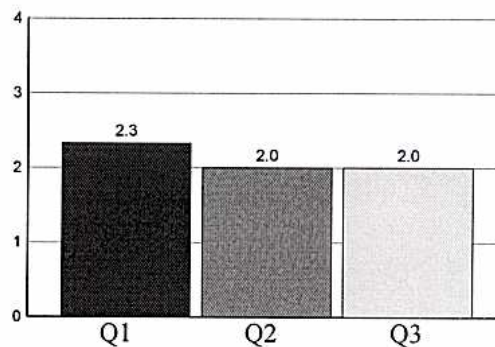
Sample Report

School District XYZ

Item 19 :

Norms for conduct among professional staff and administrators that foster collegiality and professionalism have been established.

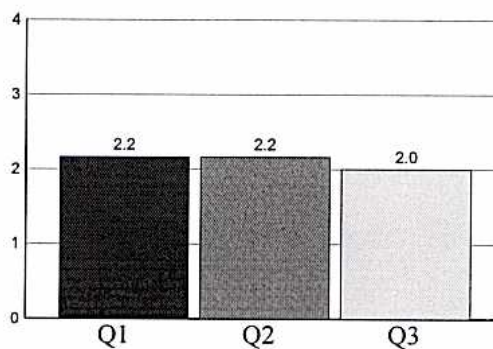
	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.33	2.00	2.00
Mode	2	2	2
Stdev	1.03	0.63	0.63



Item 20 :

Governance structures that allow for teacher involvement in schoolwide decisions and policies have been established.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.17	2.17	2.00
Mode	2	2	2
Stdev	0.75	0.75	0.63



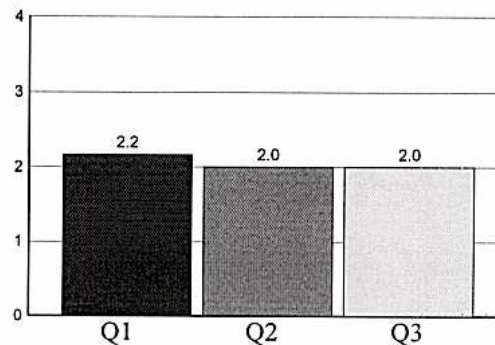
Sample Report

School District XYZ

Item 21 :

Teachers are engaged in staff development activities that address specific content area issues and allow for "hands-on" trial and evaluation of specific techniques.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.17	2.00	2.00
Mode	2	2	2
Stdev	0.75	0.63	0.63

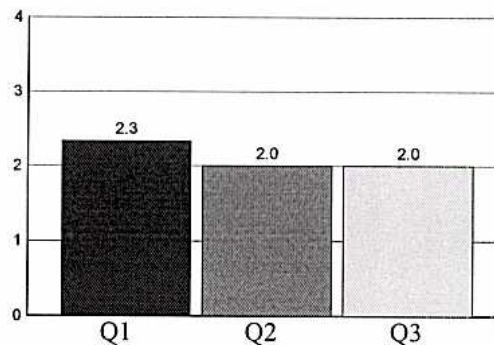


Factor #6 Home Environment

Item 22 :

Training and support are provided to parents to enhance their communication with their children.

	Q1:	Q2:	Q3:
	Extent to which we address this	Effect of change on achievement	Effort required to change
Mean	2.33	2.00	2.00
Mode	2	2	2
Stdev	0.52	0.63	0.63



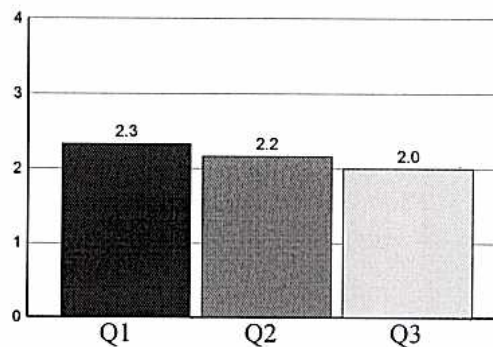
Sample Report

School District XYZ

Item 23 :

Training and support are provided to parents to enhance their supervision of their children.

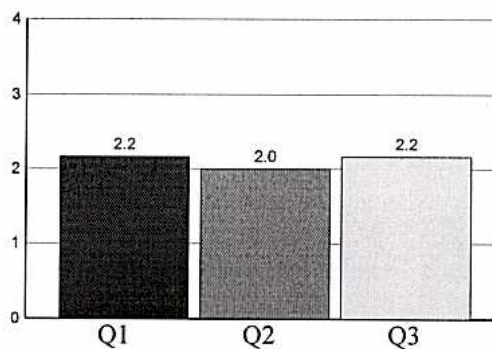
	Q1: Extent to which we address this	Q2: Effect of change on achievement	Q3: Effort required to change
Mean	2.33	2.17	2.00
Mode	2	2	2
Stdev	0.52	0.75	0.63



Item 24 :

Training and support are provided to parents to enhance their parenting style.

	Q1: Extent to which we address this	Q2: Effect of change on achievement	Q3: Effort required to change
Mean	2.17	2.00	2.17
Mode	2	2	2
Stdev	0.75	0.63	0.75



Factor #7 Learned Intelligence and Background Knowledge

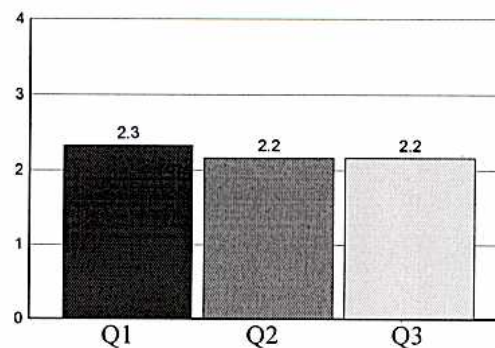
Sample Report

School District XYZ

Item 25 :

Students are involved in schoolwide programs that directly increase the number and quality of life experiences they have.

	Q1: Extent to which we address this	Q2: Effect of change on achievement	Q3: Effort required to change
Mean	2.33	2.17	2.17
Mode	2	2	2
Stdev	0.52	0.75	0.75



Item 26 :

Students are involved in a schoolwide program of wide reading that emphasizes vocabulary development.

	Q1: Extent to which we address this	Q2: Effect of change on achievement	Q3: Effort required to change
Mean	2.33	2.33	2.17
Mode	2	2	2
Stdev	1.03	1.03	0.98

